CA2ALMP
90A42
c. ✓

berta's Apprenticeship & Trade Certification System, Programs & Services

Excellence Through Training and Experience

LEGISLATURE LIBRARY
JUL 12 1990
EDMONTON

Alberta

CAREER DEVELOPMENT
AND EMPLOYMENT
Norm A. Weiss
Minister

90-06722/

Prelude

The purpose of this publication is to provide an overview of Alberta's apprenticeship and trade certification system, programs and services. It serves as a general reference guide for department staff who counsel apprentices, and institutional instructional staff engaged in teaching apprenticeship technical and trade related courses at the post-secondary education level. This publication provides role statements, explains processes and provides operational details to assist staff and instructors to understand and relate to the system and administrative support services.

Table of Contents

Historical Developments and Philosophy of Apprenticeship 3
Goals of Apprenticeship 3
Objectives of Apprenticeship 3

Alberta Apprenticeship Training and Trade Certification System and Programs 4
The Process for Designating a Trade 4

Apprenticeship and Trade Certification Programs 5
Apprenticeship Programs 5
Certification Programs 5
1. Designation for Voluntary Certification 5
2. Designation for Compulsory Certification 5
Trades Related Programs 5
1. Educational Improvement Program 5
2. Journeyman Upgrading Program 5
3. Journeyman Updating Program 6
The Interprovincial Red Seal 6
The Apprenticeship and Trade Certification Board 6
Local Apprenticeship Committees (LAC) 7
Provincial Apprenticeship Committees (PAC) 7

Organization, Roles and Responsibilities of Apprenticeship and Trade Certification Branches 8
Policy and Program Development Division 10
Policy Analysis and Evaluation Branch 10
Program Development and Standards Branch 10
Programs support and Registrar Branch 11
Access Initiatives Branch 11

Field Services Division 12

Apprenticeship Regions and Examination Centres 12

Technical Training Functions and Activities 13
Estimating and Development of Training Schedules 13
Technical Training Assignments 13
Class Lists 15
Special Reports 16
Mark Collection Sheets 16
Apprentice Finalization 17
Finalized Class Profiles 18
The Role of the Liaison Representative 19
Apprenticeship and Trade Certification Examinations 19
Canada Employment and Unemployment Insurance Benefits 20
Competency Based Apprenticeship Training (C.B.A.T.) Pilot Project 20

Appendix 22
Apprenticeship and Trade Certification Directory (Appendix 1) 22
Location of Alberta Career Development Centres (Appendix 2) 23
Liaison Contacts (Appendix 3) 24

Historical Developments and Philosophy of Apprenticeship

Historically, apprenticeship training has meant that an employer hired and indentured an apprentice, thereby committing himself to imparting his knowledge and skills to the trainee. Such training was mainly on-the-job work experience; however, with the advent of technical training institutes and public colleges, and more importantly the organization of apprenticeship, the systematic training of apprentices was implemented. Formalized programs initiated by industry and governed by legislation, created the need for the separation of technical areas of a trade from on-the-job work experience. The outcome was the development of a technical training delivery system. Institutions assumed the responsibility for such training and employers of apprentices continued the responsibility of training apprentices on-the-job.

In Alberta, employers of journeymen and apprentices drive the apprenticeship and certification system. Members of the local and provincial apprenticeship committees are employers and employees who participate in identifying the technical content of courses. Standards for each trade are set by defining the work involved and developing trade regulations and examinations.

Alberta's apprenticeship programs train generalists. Such training allows apprentices to develop knowledge and skills wide enough in scope to ensure the opportunity for employment with most employers. Specialty training is considered to be the responsibility of employers, who should assume the role of imparting knowledge and skills related specifically to their product, methods and procedures.

Goals of Apprenticeship

1. To develop within the labour force an adequate supply of qualified tradespeople to meet the needs of Alberta industry.
2. To monitor and maintain standards for the trades designated under the Manpower Development Act and to promote employee and employer participation through education and any necessary enforcement of regulations.
3. To provide industry initiated technical training and certification programs to Albertans through arrangement with training establishments throughout the province.
4. To liaise with industry, institutions, agencies and government departments to maintain effective and efficient programs and services.

Objectives of Apprenticeship

1. To ensure the maintenance of apprenticeship training and journeyman certification program standards for the designated trades.
2. To assist industries who petition for trade designation by investigating and reporting to the Apprenticeship and Trade Certification Board.
3. To provide services to handicapped, incarcerated and special needs groups to assist them to become self-sufficient through apprenticeship training.
4. To develop and implement new technical programs, (including updating and upgrading programs), and to investigate alternate modes and methods of program delivery.
5. To maintain liaison with the public, private industry, unions, employer associations, training establishments, local (inter-) provincial and federal government agencies in regards to apprenticeship and trade certification.
6. To administer the Manpower Development Act and Regulations.

Alberta Apprenticeship Training and Trade Certification System and Programs

The Process for Designating a Trade

Designation means the formal recognition of a trade through Ministerial or Cabinet Order. This process authorizes the department to engage in apprenticeship and trades training activities and certification programs. It also commits the government to the expenditure of public funds and places obligations on citizens by requiring compliance with trade regulations. The designation of a new trade may be initiated by:

a) petition from industry to the Minister of Career Development and Employment; or

b) Order-in-Council on initiative of Cabinet; or

c) the Minister of Career Development and Employment, who instructs the Apprenticeship and Trade Certification Board to investigate the need for a new trade.

Designating an occupation as a trade benefits not only industry but also the labour force and general public. Benefits include:

1. Establishment of formal training programs to build a work force with the required skills and competencies needed in industry;
2. Increased employment mobility resulting from public recognition of the qualifications established through certification in a trade;
3. Incentive for prospective tradespersons through the establishment of individualized training contracts;
4. Public protection and contribution to the general safety of Albertans.

The Manpower Development Act provides the framework and administrative capacity for establishment, development, implementations and delivery of Apprenticeship and Trade Certification programs and services. It establishes a system of apprenticeship training with industry involved in a partnership role participating in local and provincial apprenticeship committees and the Apprenticeship and Trade Certification Board. The Act provides "Definitions", "Administration" involvement and responsibilities pertaining to "Training and Certification of Workers Engaged in Trades". These topics relating to the Act will be further explained in this publication.

Apprenticeship and Trade Certification Programs

Apprenticeship Programs

All trades with the exception of **Tool and Die Maker, Projectionist, Plasterer** and **Elevator Constructor** have formal apprenticeship training programs. Participation in **apprenticeship is compulsory** in the 49 trades Alberta has designated for apprenticeship training. All trades are designated for either voluntary certification of tradespersons or compulsory certification of tradespersons.

Certification Programs

1. **Designation for Voluntary Certification** - establishes a voluntary certification program for a category of trades known as **qualification trades**. For this category of trades, the Act defines a journeyman as "a person who is, in the opinion of the Director, an experienced and skilled worker in the relevant trade whether or not the person holds a Certificate of Qualification for the trade." Candidates who meet necessary work experience requirements as specified in the trade regulations, can obtain an Alberta Certificate of Qualification by passing the prescribed journeyman examination(s). Trades designated as qualification trades are:

Agricultural Mechanic
Appliance Serviceman
Baker
Boilermaker
Bricklayer
Cabinetmaker
Carpenter
Cement Finisher
Communication Electrician
Cook
Electrical Rewind Mechanic
Floorcovering Mechanic
Glassworker
Instrument Mechanic
Insulator
Ironworker
Landscape Gardener
Lather-Interior Systems Mechanic
Locksmith
Machinist
Millwright
Painter and Decorator
Partsman
Plasterer
Power Lineman
Power System Electrician
Printing and Graphic Arts Craftsman
Projectionist
Roofer
Sawfiler
Sprinkler Systems Installer
Steel Fabricator
Tile Setter
Tool and Die Maker
Transport Refrigeration Mechanic
Water Well Driller

2. **Designation for Compulsory Certification** - establishes a certification program for a category of trades known as **proficiency trades**. Any person engaged in the work of these trades must hold an Alberta Certificate of Proficiency, be an indentured apprentice, or have special authorization issued by the Director. Candidates who have developed appropriate trade skills to the journeyman level, which are acceptable and within Alberta's legislation, can obtain an Alberta Certificate of Proficiency by passing the prescribed journeyman examination(s). Those who are unable to pass the examination(s) must indenture as an apprentice, and may write progressive exams to establish their place in the trade. A trade is designated as a proficiency rather than qualification trade if the designation results in a significant measure of public safety and contributes to the general safety of Albertans. Trades designated as proficiency trades are:

Auto Body Mechanic
Barber
Beautician
Crane and Hoisting Equipment Operator
Electrician
Electronic Technician
Elevator Constructor
Gasfitter
Heavy Duty Mechanic
Motorcycle Mechanic
Motor Mechanic
Plumber
Recreation Vehicle Mechanic
Refrigeration and Air Conditioning Mechanic
Sheet Metal Worker
Steamfitter-Pipefitter
Welder

Trades Related Programs

1. **Educational Improvement Program**

Apprenticeship and Trade Certification may arrange for Mathematics, Science and other required courses at technical training establishments to provide educational upgrading for prospective apprentices who fail to meet apprenticeship entrance requirements. Eligible candidates are scheduled and notified to attend by the Trades Training and Institute Liaison Unit. The prescribed apprenticeship entrance examination is administered on the last day of class and finalized at the candidate's regional apprenticeship office.

2. **Journeyman Upgrading Program**

Journeyman upgrading courses provide technical training for tradespersons who are eligible for certification in a designated trade, but have not passed the Alberta journeyman examination. Eligible candidates are scheduled and notified to attend by the Trades Training and Institute Liaison Unit. The journeyman examination is administered

on the last day of the course and the candidates' status is finalized by the Certification Unit.

The amount of journeyman upgrading training space is estimated annually and submitted to the training establishments, along with apprenticeship training estimates, in December of each year. These estimates are based on the number of applications received through the field offices and the failure rate of candidates who attempt the journeyman examination. A schedule of offerings is developed and distributed with the apprenticeship training schedule.

3. **Journeyman Updating Program**

The Alberta Journeyman Updating Program offers short-term, high quality training courses to certified tradespersons. The courses provide tradespersons with knowledge and skills in areas of their trades affected by new technology.

The annual estimate of training space required for updating courses is submitted, to the approved training institutions, in December of each year. Estimates are based on a number of variables and factors, included among these are previous course enrollments and industry projections identified by department staff and local and provincial apprenticeship committees. A schedule of course offerings is then developed and marketed to industry through newspapers, direct mailouts, and Field Services Division contact.

No final examinations are administered for these courses, however, Apprenticeship and Trade Certification issues a pocket "Journeyman Updating" identification card indicating the number of hours attended and the total possible hours of attendance for the course.

The Interprovincial Red Seal

The Interprovincial Red Seal was designed to increase mobility of journeymen in the construction, maintenance, repair and services trades. The "Red Seal" establishes that a minimum standard of knowledge has been attained in those trades approved for interprovincial designation and agreed to, normally by at least six of the provinces and territories.

Interprovincial examinations can be attempted by graduating apprentices and those who hold a journeyman certificate issued in Alberta or another province that participates in the program. The "Red Seal" is not a certificate, but is a numbered seal affixed to provincial trade certificates and pocket identification cards. The Interprovincial Red Seal entitles the holder to work in any participating province without having to requalify by examination.

Alberta participates in the following "Red Seal" trades:

- Auto Body Mechanic
- Beautician
- Boilermaker
- Bricklayer
- Carpenter
- Cook
- Electrician
- Electronic Technician
- Glassworker
- Heavy Duty Mechanic
- Instrument Mechanic
- Machinist
- Millwright
- Motor Mechanic
- Painter and Decorator
- Plumber
- Power Lineman
- Refrigeration and Air Conditioning Mechanic
- Roofer
- Sheet Metal Worker
- Sprinkler Systems Installer
- Steamfitter-Pipefitter
- Welder

The Apprenticeship and Trade Certification Board

The Manpower Development Act is the legislation which authorizes the establishment of the Alberta Apprenticeship and Trade Certification Board. The Board consists of the Executive Director of Apprenticeship and Trade Certification and the following members appointed by the Lieutenant Governor in Council:

1. A Chairman;
2. Not less than three members representing employers and an equal number of members representing employees;
3. One alternate member representing employers and one alternate member representing employees who may act in the absence of members representing their respective classes; and,
4. Additional members representative of the general public.

The primary function of the Board is to advise the Minister of Career Development and Employment on all matters affecting the general conditions governing trade training and certification of workers in designated trades. Some specific functions of the Board are to:

a) review petitions for designation of trades and make recommendations to the Minister;

b) scrutinize recommendations from provincial apprenticeship committees concerning trade regulations and, if acceptable within the parameters of the Act, recommend their adoption by Ministerial Order;

c) approve length and content of training programs on recommendation of the provincial apprenticeship committees;

d) appoint local apprenticeship committee members;

e) establish provincial apprenticeship committees; and

f) hear and rule on appeals made on decisions of the Executive Director.

In making policy decisions and carrying out its obligations, the Board draws upon the specific expertise of 53 provincial apprenticeship committees; one for each designated trade. Membership of the provincial apprenticeship committees is comprised of all local apprenticeship committee members; therefore, the Board is guided by over 800 committee members from the various regions of the province. In addition, the Board has the authority to call public meetings to broaden its input on matters relating to its responsibility under the Act.

Local Apprenticeship Committees (LAC)

In regions of the province where activity relating to a trade is considered substantial and industry participation is possible, the Apprenticeship and Trade Certification Board appoints a local apprenticeship committee. Members of these committees are usually nominated by the industry and include:

1. A chairman (departmental personnel acting on behalf of the Executive Director, Apprenticeship and Trade Certification);
2. At least one member representing employers and an equal number representing employees to a maximum of three in each category;
3. Technical and other special advisors who provide the committee assistance in carrying out its duties.

Functions of local apprenticeship committees include making recommendations:

a) regarding individual apprentices on matters such as credits, transfers, disputes between an apprentice and his employer, pass-fail decisions, record books, contracts and certification;

b) to the provincial apprenticeship committees on matters relating to apprenticeship, training and certification for that region.

Provincial Apprenticeship Committees (PAC)

These committees are a provincial forum comprised of all local apprenticeship committees of a particular trade. Additional members appointed by the Apprenticeship and Trade Certification Board may include technical and special advisors to provide assistance in carrying out committee duties. The mandate of the provincial apprenticeship committee is to provide a forum to develop policies for recommendation to the Board. Specific responsibilities include:

1. Making recommendations to the Board on matters relating to apprenticeship, training and certification, including the revisions of trade regulations and course outlines;
2. Reviewing training and certification programs to ensure relevance and effectiveness;
3. Development and approval of policies of accreditation for technical courses and programs that articulate with the designated trades.

Organization, Roles and Responsibilities of Apprenticeship and Trade Certification Branches

Apprenticeship and Trade Certification is a sector of the Department of Career Development and Employment. As shown in diagram #1 below, the department consists of two divisions: **Policy and Program Development Division** and **Field Services Division**. In the Policy and Program Development Division, the four main program support and services branches of Apprenticeship and Trade Certification are: Policy Analysis and Evaluation Branch, Program Development and Standards Branch, Program Support and Registrar Branch and the Access Initiatives Branch. These branches are responsible for policy and program development, administration and operationalization of the requirements of the Manpower Development Act. The Field Services Division is responsible for the delivery of apprenticeship training and certification services through 13 Career Development Centres in the province.

Diagram #1

Structure of Divisions and Branches of Apprenticeship and Trade Certification within the Department of Career Development and Employment

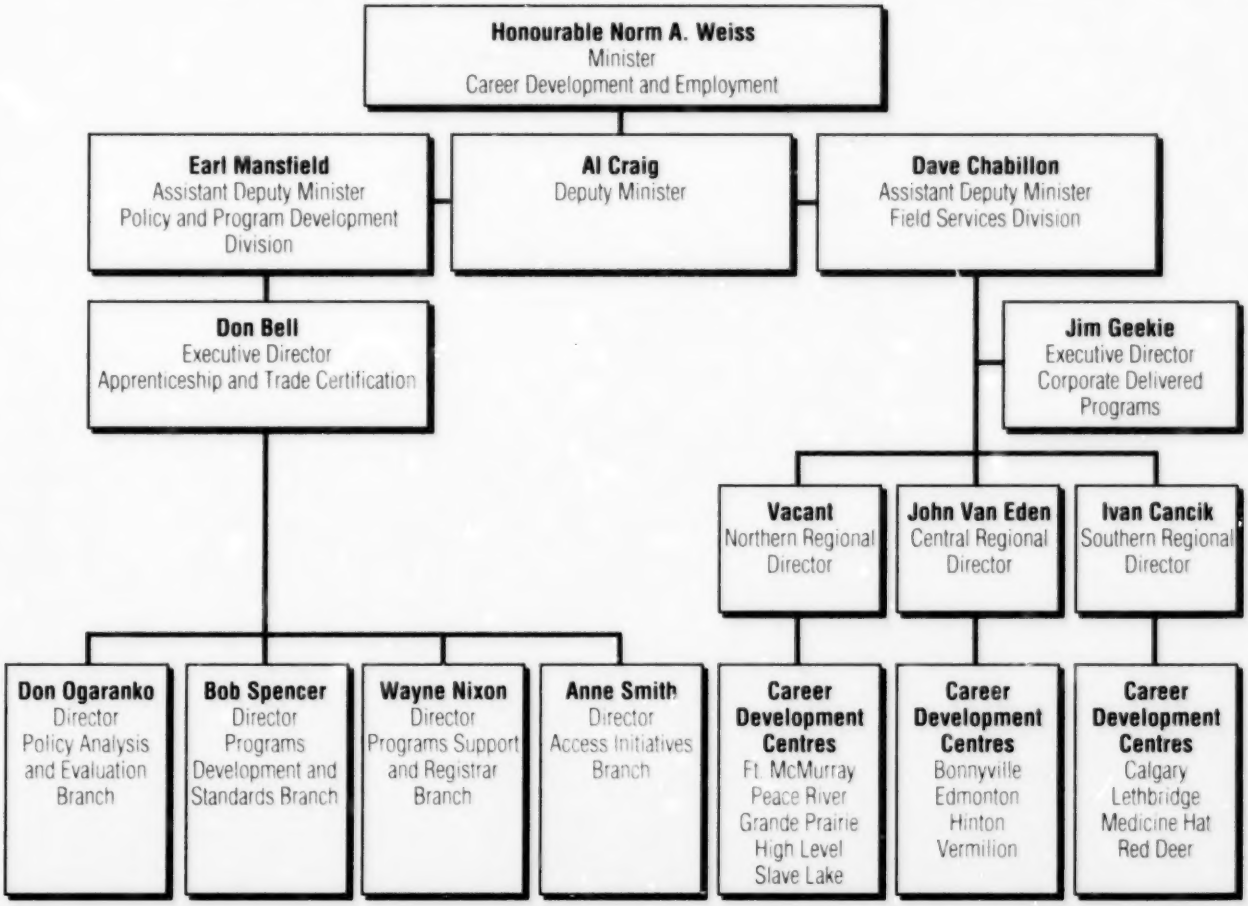
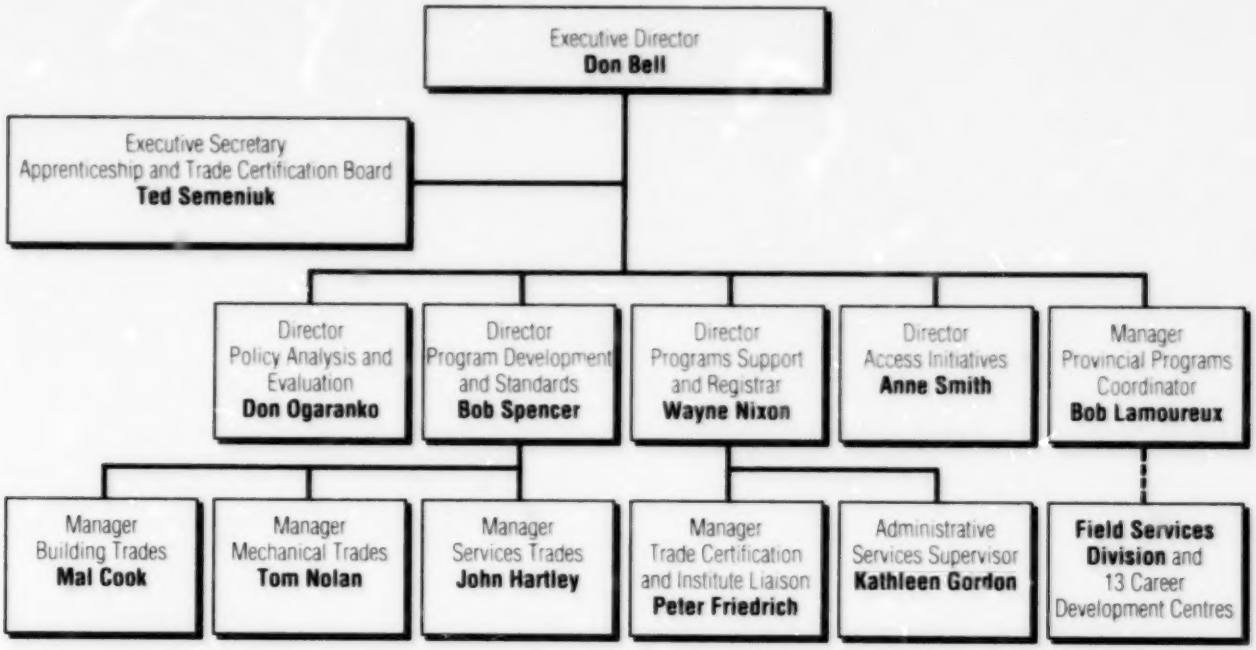


Diagram #2

Apprenticeship and Trade Certification Branches
Policy and Program Development Division



Policy and Program Development Division

Policy Analysis and Evaluation Branch

The primary mandate of the branch will be to develop and implement a strategic planning process for the Apprenticeship and Trade Certification system. The branch will carry out its mandate in cooperation with other branches of Apprenticeship and Trade Certification and the executive of the department. The branch will also maintain close liaison with other areas of the department as well as with other departments, governments and industry as necessary to ensure ongoing compatibility between its mandate activities and the departmental goal of creating an effective training environment.

The branch's mandate will include the following:

1. Developing a strategic planning process to help senior managers of the department fully understand major issues impacting on Apprenticeship and Trade Certification.
2. Identifying, analyzing and clarifying Apprenticeship and Trade Certification policies in terms of their impact on the department and its clients.
3. Developing and recommending new or revised policy alternatives, as needed, to executive staff.
4. Identifying and assessing external economic, industrial and labour market conditions pertinent to strategic planning.
5. Evaluating future occupational training requirements on the basis of labour market information and assessment of industrial sector needs. The branch will also be responsible for integrating training requirements into the strategic planning process and analyzing their implications for actions within the department.
6. Assessing the effectiveness of operations within the Apprenticeship and Trade Certification system relative to meeting stated policy objectives.

Program Development and Standards Branch

In accordance with the authority of the Manpower Development Act, this branch is responsible for developing program policies, and for establishing, developing and maintaining relevant apprenticeship and journeyman training and trade certification programs.

Operational units are responsible for:

a) development of course outlines, record books, trade regulations, and provincial examinations in accordance with the standards approved by the Apprenticeship and Trade Certification Board; and

b) development of interprovincial examinations in accordance with the standards established by the Canadian Council of Directors of Apprenticeship (CCDA).

The branch ensures ongoing consultation with business and industry, training establishments, government departments, and agencies, and is responsible for interprovincial and federal/provincial liaison.

Programs Support and Registrar Branch

Maintaining a skilled provincial labour force is the primary mandate of the Certification and Institute Liaison. Implementing this mandate necessitates ongoing interaction with institutional, federal and other provincial representatives. The main areas of focus for the branch are: coordinating Apprenticeship and Journeyman training schedules, maintaining examination security and trade certification standards, and maintaining the electronic data base used by the operating branches of Apprenticeship and Trade Certification. This branch's responsibilities are divided among three functional units:

1. The **Trades Training and Institute Liaison Unit** performs the functions of a registrar. From annually estimated training requirements, training space is negotiated and monitored with the training establishments. Eligible apprentices are assigned to classes and notified to attend. This unit also processes school and apprenticeship examination results and finalizes the status of apprentices and journeyman updating candidates.
2. The **Certification Unit** has the responsibility of finalizing journeyman examinations, approving interprovincial applications and issuing certificates, including replacements and exchanges. The marking, inventory control and security of examinations is also a responsibility of this unit.
3. The **Administrative Unit** coordinates the development and maintenance of a comprehensive electronic data processing system to maintain historic and current records for all Alberta journeymen and apprentices. This unit also provides administrative support functions such as word processing, bookkeeping, filing and data control. Additionally, this unit issues record books and updates individual training and certification records.

Access Initiatives Branch

The **Access Initiatives Branch** of Apprenticeship and Trade Certification was established in March 1988. The primary goals of this branch are to develop policies and programs which will promote the participation of women, Natives, recent immigrants, visible minorities, persons with disabilities in the trades; and to ensure that apprentices with special needs have access to the support services they require to successfully participate in the apprenticeship program.

The activities of Access Initiatives include:

1. Addressing the barriers which currently prevent individuals from acquiring employment in the trades;
2. Promoting awareness of the trades as a career choice to those groups of individuals currently not participating in the trades;
3. Developing bridging programs to facilitate access to the trades;
4. Providing workshops to career advisors on the trades/technologies and the designated group; and
5. Identifying and responding to the problems of apprentices with special needs.

Field Services Division

Activities of the Career Development Centres, Field Services Division, respecting apprenticeship and trade certification, are governed by the Manpower Development Act, its general regulations and respective trade regulations. Field staff visit job sites to counsel employers and employees regarding designated trades, journeyman certification, apprenticeship and other trades related training courses and programs. Application and enforcement of the Act and regulations are carried out with emphasis on maintaining appropriate public relations. Local apprenticeship committee meetings are convened through the field delivery system with industry involvement in trade related issues at the local level. Diagram #3 below, shows the geographic locations of each of the 13 Career Development Centres.

Apprenticeship Regions and Examination Centres

Diagram #3

Technical Training Functions and Activities

Technical training refers to the in-school training portion of the trainee's apprenticeship. Technical training is a requirement for completion of apprenticeship in most of the designated trades. The Trades Training and Institute Liaison Unit arranges for delivery of these courses at the appropriate training establishments in the province.

Estimating and Development of Training Schedules

By November of each year an estimate of the number of technical training seats required at each training establishment is developed. These estimates are based on the:

1. Numbers of indentured apprentices in each region who are eligible for training;
2. Anticipated number of new apprentices based on industrial development and employment trends;
3. Employer/apprentice preferred training space selection from previous years;
4. Training facilities and class quotas;
5. Current class fill rates;
6. Apprentice numbers scheduled over the past three years.

A request for training space is then submitted to the training establishments and schedules are developed and adjusted until March. The finalized schedules are printed and mailed to employers and apprentices.

Technical Training Assignments

As shown on Diagram #4 on page 14, the scheduling process begins in May of each year when computer produced class selection cards are sent to employers of eligible apprentices. If the apprentice is unemployed, the selection card is sent to the apprentice. In consultation with each apprentice, the employer completes the card indicating a first, second and third preference for class date. On or after June 5, those apprentices whose selection cards have been returned are assigned to classes based on the following criteria:

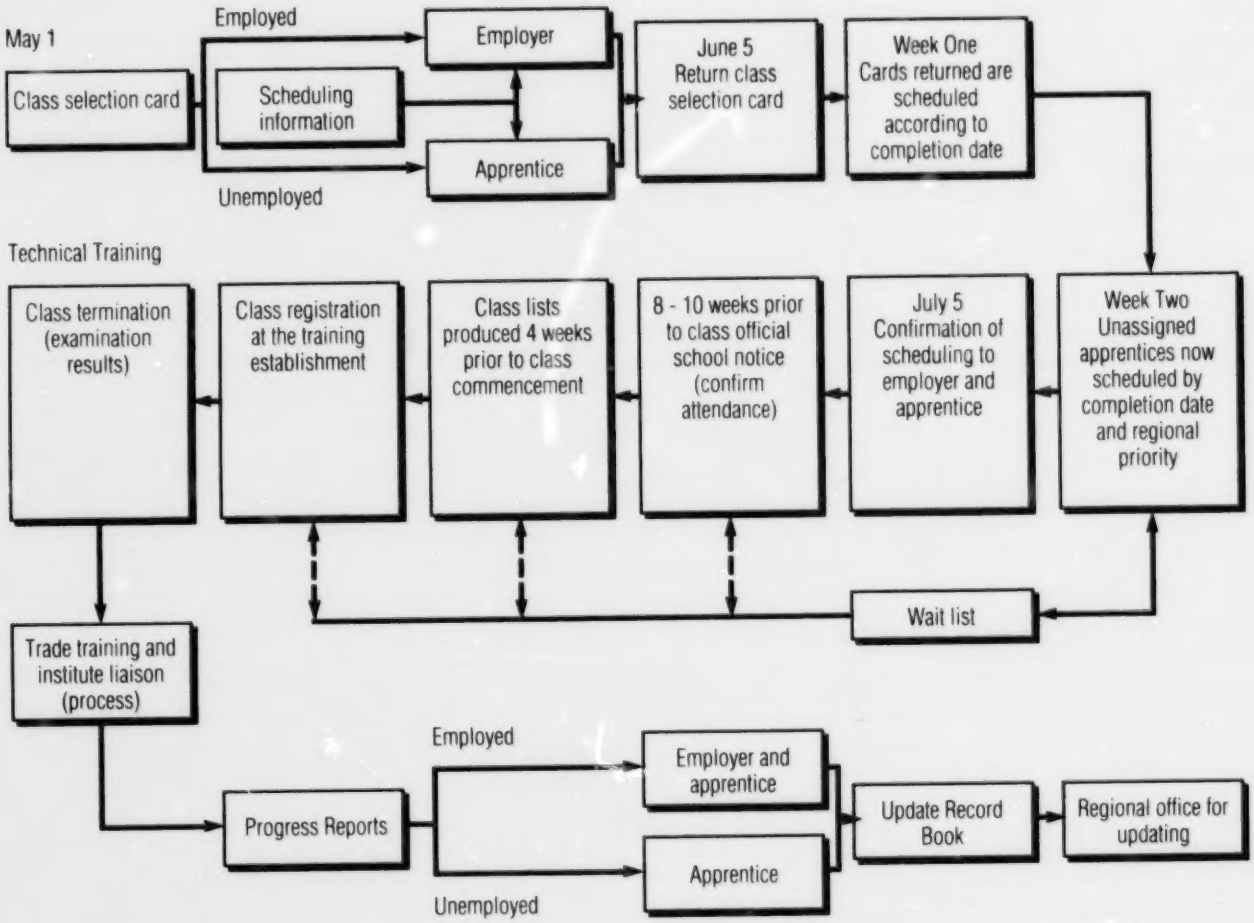
1. Expected period completion date (for example, earliest completion date assigned first);
2. Employer's request.

Apprentices whose class selection cards are not returned are automatically assigned to available spaces. These assignments are priorized according to expected completion date, regional scheduling priorities and proximity to training location. Apprentices who cannot be assigned, because space is not available, are placed on a wait list.

During the first week of July, a "registration advice" letter is sent to all apprentices and employers indicating the class assignment of the apprentices. Approximately eight weeks prior to class commencement date, an information package and notice to attend technical training is mailed to the apprentice. The information package contains instructions regarding application for Canada Employment and Unemployment Insurance benefits, and a card which asks the apprentice to confirm attendance. It is important that the apprentice completes and returns this confirmation to attend card, and carefully follows all instructions regarding registration for the class. At the same time the information package is mailed to the apprentice, a "Notice to Attend Technical Training" confirming the class assignment is sent to the employer.

Diagram #4

Technical Training Assignment



Class Lists

An Institute Class List of all students assigned to a class is produced by the Trades Training and Institute Liaison Unit approximately four weeks prior to class commencement. This list is then sent to the appropriate regional field office where a follow-up or reassignment is initiated on all students who have not confirmed their attendance. The field office has the responsibility of filling any vacancies in the class.

An Institute Class List is forwarded by the field office to the training establishment one or two days prior to class registration. The class list indicates the confirmation status of each student in the "will attend" column; "C" indicates "confirmed yes"; "N" indicates "confirmed no"; "S" indicates "no contact" (confirmation card not returned). "Lett" indicates replaced with a new candidate.

Candidates who receive computer produced school notices will be identified on the Career Development Centre class list with a "Y", located in front of the apprentice's name. When the apprentice confirms that he will attend, the "Y" is removed. Four weeks prior to class commencement the computer will produce a "delete from class" letter for each apprentice (cc: employer) who received a computer produced school notice and did not respond.

Letters will be forwarded to the apprentice's Career Development Centre with the class list copy for follow-up. If the space is required locally or provincially, the Career Development Centre will send the "delete from class" letter to the apprentice and replace the listed apprentice with a new candidate. Regular follow-up procedures (direct contact) shall continue for all class replacements. Diagram #5 below, illustrates a sample Institute Class List.

Diagram #5

Alberta Career Development and Employment Apprenticeship and Trade Certification Institute Class List

APG0088
Oct 7, 1987

Page: 1

Class Code S#031A0
Class Year 89
Class Name Electrician - Period 1 Inst/Campus Southern Alberta Institute of Technology

Quota 10 *9/10* Vacancy 0 Confirmation 7 DNRC 3 Enrollment 89/08/28 Time 08:30 Termination 89/10/20

No.	Sn.	Apprentice Name	S.I.N.	Apprentice Trade/File No.	RO	Completion Date	DNA Last Class	Will Attend	2-Course Status	Apprentice Telephone	Employer Telephone	SCH RST	DN RC	App'd
1		AESEADA, Ron C.	223-555-540	03-/A013911	C	87/10/30	N	C	Eligible	246-0218	295-8021		*	
2	Y	ALSOK, Earl B.	637-123-333	03-/A015057	H	89/09/01	*LETT*	S	Eligible	723-7387	723-3370	*Replaced*		
3		BARKLET, Dave B.	114-331-481	03-/A015249	C	89/10/03		C	Eligible	225-0526	278-3459			
4	Y	BAYLDE, Dave D.	640-161-917	03-/A014301	C	88/08/30	*LETT*	S	Eligible	948-3445	291-2338	*Replaced*		
5		BAYLEY, John M.	640-363-161	03-/A015307	C	89/09/02		C	Eligible	259-3994	258-0277			
6	Y	BEATTLEY, Arnold J.	639-136-213	03-/A014749	C	89/03/01		*C*	Eligible	246-8883			*	
7		BERUD, Ronald R.	247-921-715	03-/A015099	C	89/08/02		*N*	Eligible	249-0362	259-2226			
8		BUSHOP, Stan W	629-309-211	03-/A015001	C	90/07/01		C	Eligible	274-3121	291-2335			
9		BUDAN, Patrick J.	634-627-233	03-/A015107	C	89/08/31		C	Eligible	252-2659	250-8284			
10		DADRON, Ronald B.	444-326-052	03-/A014639	C	88/10/01		C	Eligible	285-9658	285-9321			

ROBERTSON, Derrick	*03-/A076143*	*C*	*Replaced #2*
ZBEBIAK, Ronald	*03-/A097645*	*C*	*Replaced #4*
ANDERSON, Jeffery	*03-/A013276*	*C*	*Replaced #7*

Special Reports

Special reports are designed to convey information regarding apprentices from school administration to Apprenticeship staff. When required, the instructor's supervisor promptly contacts the Apprenticeship liaison representative and then forwards a special report identifying the problem and/or action involved. The bottom copy of the report is retained by the training establishment.

Special reports are initiated to document the following:

1. **Attendance**

   a) when a student is absent without an acceptable excuse or demonstrates unusual attendance patterns;

   b) when a student accumulates 18 hours of absence (regardless of reason for absence);

   c) when a student withdraws from the course.

2. **Individual Problems**

   A report is completed for the purpose of documenting Apprenticeship support or discipline when an individual's:

   a) learning progress is affected by their behaviour;

   b) behaviour affects the progress of other apprentices;

   c) behaviour adversely affects the instructional process.

3. **Individual Performance**

   When a student's performance is exceptional in the areas of class marks, workmanship and attitude.

4. **Class Finalization Reports**

   Special report forms accompany the Institute Mark Collection Sheets for those students who do not obtain a passmark in all courses. The concerns and recommendations of instructional staff are important in finalizing apprentices' status.

Mark Collection Sheets

The Trades Training and Institute Liaison Unit forwards a mark collection sheet for each class to the liaison contact approximately two weeks prior to class termination. Institute instructional staff enter the required information for each student and return the mark collection sheet to the liaison representative no later than two days after the class terminates. Diagram #6 illustrates a sample mark collection sheet.

NOTE: The Mark Collection Sheets, Apprentice Finalization, and Finalized Class Profiles are different for C.B.A.T. candidates. The procedure for dealing with Competency Based Apprenticeship Training is still in the pioneer stage and will be put into print at a later date.

Diagram #6

Alberta Career Development and Employment Apprenticeship and Trade Certification Mark Collection Sheet

ARP0700
(Date Printed)

Page: #

Class Code	S*273A0 88	Southern Alberta Institute of Technology	Commenced:	88/09/06
Class Year	88		Terminated:	88/10/14
Class Name	Partsman, Period 3		Class Hrs.:	180

Apprentice Name	Apprentice File No.	RO	Act Hrs.	Status	Parts Theory	Related Subj					
1 BIDWELL, Jerry A.	27-/A000021	E									
2 CALKINS, Joseph L.	27-/A000024	V									
3 DRUMMOND, Cristopher J.	27-/A00031	G									

1. **Hours Attended** is calculated by subtracting the hours missed from the hours possible as per course outline. Hours for statutory holidays are not subtracted.

2. **Status** is entered for everything other than a clear pass. One of the following status indicators is used:

   a) P- **Pass** - (usually left blank) only used when all subject marks for the apprentice are 60% or more;

   b) C- **Credit** - a special report with instructors' comments and/or recommendations is submitted unless a mark is only marginally below 60%;

   c) F - **Fail** - a special report is submitted to identify institute concerns and/or recommendations;

   d) W - **Withdraw** - marks are not submitted (report actual hours attended);

   e) R - **Review** - used in cases where status assessment requires further discussion and/or consideration.

NOTE: Conditional Pass is not a status, although, "credit" is sometimes given with a condition indicated on a special report. When this is done, "R" is used on the mark collection sheet and conditions on the special report are explained, for example: 1. credit will be given if above-named apprentice passes the apprenticeship exam; or 2. credit will be given provided the above-named apprentice successfully completes a suitable math upgrading course prior to the next level of technical training. We suggest that the above-named takes (Title of Course) which is available at (Name of Training Establishment).

Apprentice Finalization

For apprentices to progress to their next training level, or to obtain certification following the final training period, all of the following requirements must be met:

1. Pass technical training;
2. Pass apprenticeship examination;
3. Obtain a satisfactory report from the employer and meet the work experience requirements.

The passmark for technical training and apprenticeship examinations are as follows:

1. Technical Training (school marks) - 60%
2. Apprenticeship Examination - 65%
3. Interprovincial Examinations - 70%

Finalization refers to the procedure of documenting the final status of apprentices, including those who have not obtained a clear passmark in their technical training and/or apprenticeship examinations. This process involves a careful review of the progress of individual apprentices. Information and recommendations from the school via special reports provide the finalization officer with input necessary in this review. Since the employer plays a major role in training the apprentice, an employer report may also be requested. An effort is thereby made to determine if the apprentice has acquired sufficient practical experience and technical competence to succeed at the next training level.

The finalization officer can make the following finalization for students who have not achieved the required passmarks:

1. **Credit** - No Restrictions

   This status is usually awarded when failures in either technical training or apprenticeship examinations are marginal. The apprentice's performance in school and on-the-job should demonstrate an ability to be successful at the next training level.

2. **Credit** - Upgrading Restriction

   This status is usually awarded when a student's weakness is in a specific area identified by either the school marks or apprenticeship examinations. The apprentice will not be scheduled for further technical training until he has successfully completed an appropriate upgrading course. The school's recommendation regarding suitable evening upgrading courses provides valuable assistance in counselling the apprentice.

3. **Supplemental** - Apprenticeship Examination

   Apprenticeship supplemental examinations are usually given to students who pass their technical training, but fail the apprenticeship examination.

4. **Supplemental** - School Examination

   School supplemental examinations can be administered for special circumstances as arranged with the school. In most cases, the candidate will write an Apprenticeship and Trade Certification Branch examination as a school supplemental.

5. **Fail** - Repeat Technical Training

   An apprentice may be required to repeat technical training if the apprenticeship examination and/or school mark indicate an inability to be successful at the next training level. Since a failure frequently involves counselling the apprentice prior to repeating technical training, information and recommendations from the school, via special reports, provide a valuable resource.

The finalization process also initiates the counselling of apprentices regarding concerns related to their progress in technical training as identified **via special reports** or **reviews**. Further, a scheduling restriction prevents the apprentice from being scheduled for additional technical training until an interview has been arranged. Depending on the nature of the concerns, this interview may be conducted by one of the following:

1. Liaison Officer;
2. Apprenticeship Field Staff;
3. Local Apprenticeship Committee.

Finalized Class Profiles

After the status of all students has been finalized, the Trades Training and Institute Liaison Unit provides the training establishment with a finalized class profile via the liaison contact. This profile provides a complete breakdown of school and apprenticeship examination results for each student. Diagram #7 below, is an illustration of a finalized class profile.

The left side of the profile provides the **actual hours** of attendance, **school status** and individual **subject marks**. The information in this section of the profile appears as provided on the Institute Mark Collection Sheet, with the exception of the school status column. An apprentice's status in this column may be changed by the finalization process.

Diagram #7

Alberta Career Development and Employment Apprenticeship and Trade Certification Class Profile of Finalized Classes

ARP0712
Nov 1, 1988

Page: #

Class Code: N*094FO 89
Class Name: Motor Mechanic, Period 4

Commenced: 89/02/08
Terminated: 89/05/27
Hours: 240

Version 09448 .666 (Finalized)

0968454 .741

APPRENTICE FILE NO	APPRENTICE NAME	RO	INSTITUTE EXAMINATIONS: ACT HRS	S T	THEORY	RELATED SUB	SHOP WORK	TH MRK	PR MRK	APPRENTICESHIP BRANCH EXAMINATIONS: S T	AUTOREVIEW	AIR CONDITION	AUTO TRANS	ACC&DIE FLIN	TH MRK	TH2 MRK	PR MRK	IP MRK	FINA STAT
											MAX	25	17	84	24				
09/A084012	BIDWELL, Daryl	E	240	P	82	70	78	78	78	P	16	15	77	16	83			87	P
09/A023014	CALKINS, Tony G.	V	232	F	61	49	52	57	52	F	13	12	54	16	63			61	F
09/A076210	DRUMMOND, Andrew J.	L	238	C	72	57	82	67	82	S	10	6	45	15	51			75	S
09/A075261	DUNLOP, Ronald	C	240	C	66	42	72	58	72	P	14	15	62	15	71			73	C
	Class Averages				70	55	71	65	71		13	12	60	16	67			74	

Actual Hours
School Status
School Marks
Weighted School Theory Mark
Weighted School Practical Mark
Apprenticeship Exam Status
Apprenticeship Exam Breakdown
Apprenticeship Exam Mark
Interprovincial Exam Mark
Finalized Status

The **school theory mark** is a weighted average of the school theory subjects. The **school practical mark** shows the school assessment of the shopwork and/or lab portion of the technical training.

The **apprenticeship exam status** column, to the right of the school theory and practical marks, indicates the status achieved on the apprenticeship examination. A breakdown of the various sections of the apprenticeship examination are recorded to the right of this status column. This breakdown is followed by the **apprenticeship exam mark**. The "PR MRK" and "IP MRK" columns are used only when an apprenticeship practical or interprovincial examination has been administered.

The last column on the right side of the profile shows the **finalized status** of each apprentice. The following status indicators may appear in this column:

1. "P" - **Pass** - awarded when an apprentice receives a passmark on all school courses, as well as the apprenticeship examinations (does not include IP).
2. "C" - **Credit** - awarded when clear passmarks are not obtained on both school and apprenticeship examinations. Students given credit may be required to upgrade their area of weakness prior to proceeding to the next training level.
3. "W" - **Withdrew** - student withdrew from the course.
4. "H" - **Held** - used when further information is required by Access Initiatives to make the finalized status assessment. A follow-up will have been initiated and the employer and apprentice will have been advised of a delay.
5. "S" - **Supplemental Examination** - if an "S" appears, the student will be called for either an apprenticeship or school supplemental examination. The status column under institute examinations and/or apprenticeship examinations indicate which examination(s) is required.
6. "R" - **Review** - the status of these students is finalized at a later date in consultation with Apprenticeship and institute instructional staff.
7. "F" - **Fail** - indicated when determined that it would be to the student's advantage to repeat technical training. Since successful completion of technical training requires that a student achieve passmarks in both school and apprenticeship examinations, a student may be finalized as a "fail" even though a pass is obtained in one of these areas. When students are asked to repeat technical training they must repeat all school courses and re-write apprenticeship examinations regardless of previously obtained marks.
8. "I" - **Incomplete** - indicated when apprenticeship or school marks are not available for a student at the time the class is being finalized. This may occur when a student has missed an examination and written it at a later date.

The Role of the Liaison Representative

A liaison person provides Apprenticeship and Trade Certification representation at each institution involved in the training of apprentices. When a full-time liaison position has not been established at a training establishment, the Career Development Centre in the immediate area designates a person to be responsible for liaison activities. The responsibilities of the liaison representative include:

a) registering Apprenticeship and Trade Certification program students at the technical training establishment;

b) coordinating the distribution and collection of information and materials related to apprenticeship technical training such as class lists, mark collection sheets, special reports and finalized class profiles;

c) providing counselling to students about apprenticeship and training related matters, including individual progress, attendance and financial assistance;

d) liaising with instructional staff on matters relating to the progress of individual apprentices;

e) liaising between apprentices and their employers while the apprentice is attending technical training;

f) arranging and conducting apprenticeship orientation talks for first period apprentices;

g) assisting in the administration of apprenticeship examinations at the training establishment.

Apprenticeship and Trade Certification Examinations

Apprenticeship examinations are held at the completion of each technical training period and administered by Apprenticeship staff of the Field Services Division. An examination schedule, showing the time, date and location of the examination sitting, is available from the liaison representative.

On the day of the examination, instructors escort their students to the designated location prior to commencement of the examination. If a student is absent, the liaison representative is immediately advised. Students are requested to bring the following to the examination:

1. two HB pencils;
2. an eraser;
3. apprenticeship file number.

Although calculators can be used in writing examinations, programmable calculators with alpha-numeric keyboards are not permitted. If there is some doubt about whether a particular calculator is permitted, the student is to consult the liaison representative prior to the examination.

Canada Employment and Unemployment Insurance Benefits

Apprentices who attend technical training are normally eligible for financial support through Employment and Immigration Canada (EIC). This support may be in the form of Unemployment Insurance benefits, Canada Manpower Training and Supplementary Allowances, or a combination of both. Eligibility for benefits varies depending upon an individual apprentice's employment record, marital status and proximity to the training location. Students should contact the EIC office to obtain specific information regarding their benefits. A contact name and telephone number can be obtained from the Apprenticeship liaison representative. To avoid delays in receiving benefits, students should ensure that:

a) the "Trainee Pre-registration" form is properly completed and returned to EIC prior to registering for the class. This form and a self-addressed envelope is mailed to apprentices as part of the school notice package;

b) a current "Record of Employment" is provided by the apprentice when registering for the class;

c) all UIC reporting cards are properly completed and returned to EIC. If a student is uncertain about completing the card, a detailed information sheet is available from the liaison representative.

Competency Based Apprenticeship Training (C.B.A.T.) Pilot Project

Competency Based Apprenticeship Training is a new approach to the technical training of apprentices which allows each individual to progress through training at a rate, determined by his or her own capabilities and work experience.

Through C.B.A.T., apprentices attend training institutions and take the same industry-approved programs as traditionally trained apprentices. However, C.B.A.T. apprentices are given greater control over and responsibility for their own learning.

Under C.B.A.T., the technical training curriculum for a trade is divided into "modules" or specific areas of competence. Upon demonstrating competence in one area, the individual may progress to the next module.

After completing all the modules, each apprentice will have demonstrated competence in all of the technical areas covered, and should be prepared to write the standard provincial examination.

C.B.A.T.'s self-paced approach to learning means that apprentices with substantial experience and capability may be able to complete technical training in less time than now required under traditional forms of training, while other apprentices may require more time to complete the training. Also, instructors are able to devote more attention to individuals who need the help, so they too can complete their program of study within a reasonable period of time.

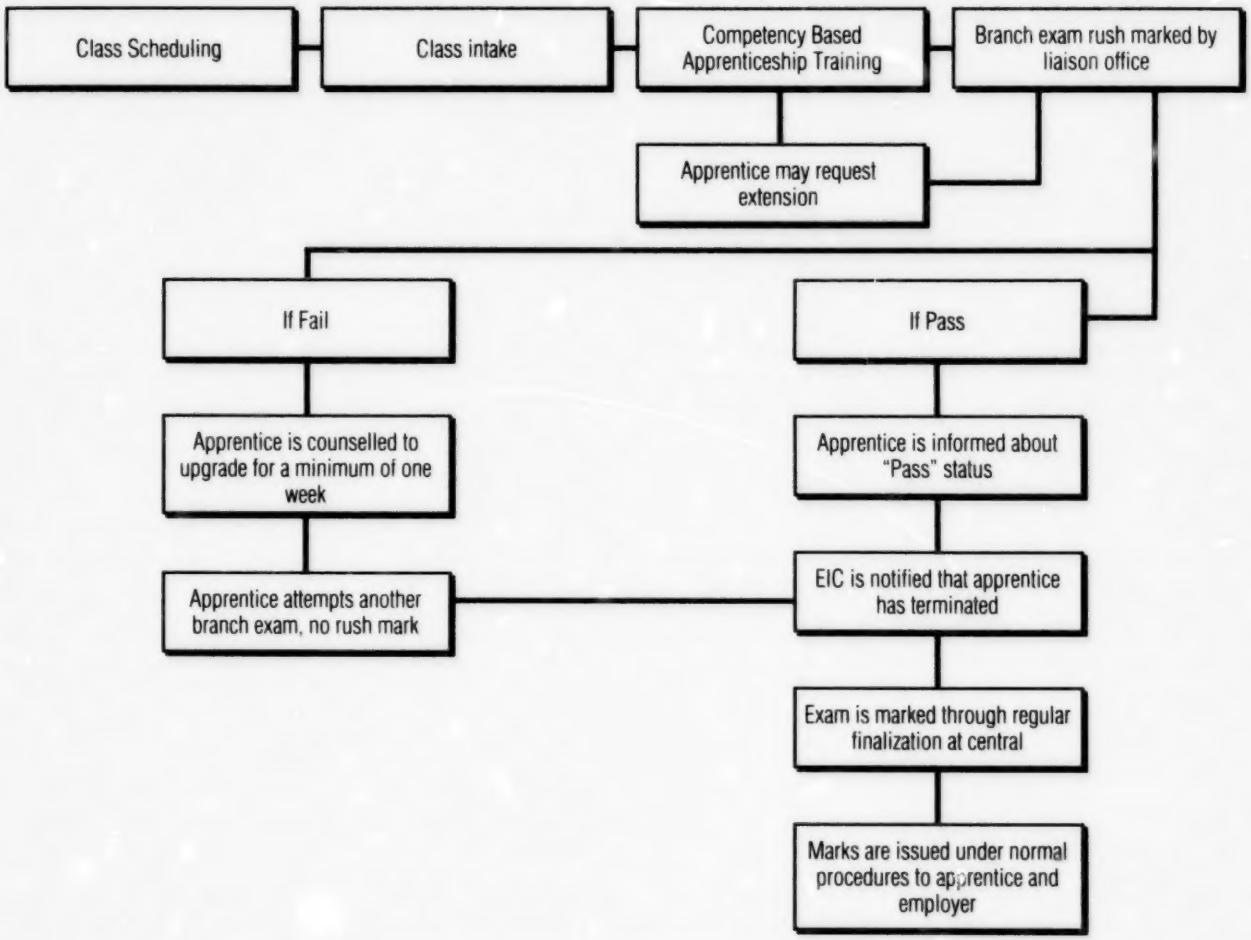
C.B.A.T. was introduced as a pilot project in three trades at selected training institutions throughout Alberta, beginning in the 1988/89 school year.

It is being offered to apprentice carpenters and welders at S.A.I.T. and Red Deer College, and to apprentice electricians at N.A.I.T. and Lethbridge Community College.

The project began with first period apprentices in each of these three trades and will continue to develop as the apprentices progress through subsequent periods.

If successful, the materials and methods being developed in the C.B.A.T. pilot project may be introduced to other Alberta training institutions which offer technical training in these trades and considered for application to other trades.

Competency Based Apprenticeship Training (C.B.A.T.)


Class Scheduling
Class intake
Competency Based Apprenticeship Training
Branch exam rush marked by liaison office
Apprentice may request extension
If Fail
If Pass
Apprentice is counselled to upgrade for a minimum of one week
Apprentice is informed about "Pass" status
Apprentice attempts another branch exam, no rush mark
EIC is notified that apprentice has terminated
Exam is marked through regular finalization at central
Marks are issued under normal procedures to apprentice and employer

Appendix 1

Apprenticeship and Trade Certification Directory - Corporate Headquarters

Executive Director
Don Bell
10th Floor, CityCentre
10155- 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-8765

Board Chairman
Apprenticeship and Trade Certification
John Ritter
19th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-8765

Executive Secretary
Apprenticeship and Trade Certification Board
Ted Seminiuk
10th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-8765

Director
Policy Analysis and Evaluation
Don Ogaranko
10th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-4601

Director
Program Development and Standards
Bob Spencer
10th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-4601

Director
Programs Support and Registrar
Wayne Nixon
10th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-8765

Director
Access Initiatives
Anne Smith
10th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-8765

Manager
Provincial Programs Coordinator
Bob Lamoureux
10th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-8765

Manager
Program Development and Standards
Mal Cook
10th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-4601

Manager
Program Development and Standards
Tom Nolan
10th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-4601

Manager
Program Development and Standards
John Hartley
10th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-4601

Manager
Certification and Institute Liaison
Peter Friedrich
10th Floor, CityCentre
10155 - 102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 427-8765

Appendix 2

Location of Alberta Career Development Centre

Bonnyville Career Development Centre
John Irwin (Area Manager)
2nd Floor, Provincial Building
4904 - 50 Avenue, Box 8115
Bonnyville, Alberta
T9N 2J4
Telephone: 826-6142
Fax: 826-1904

Calgary Career Development Centre
Alan Edser (Area Manager)
7th Floor, Century Park Place
855 - 8 Avenue, S.W.
Calgary, Alberta
T2P 3P1
Telephone: 297-6457
Rite: 161-6457
Fax: 297-5183

Edmonton Career Development Centre
Karen Fingas (Area Manager)
One Twelve Professional Centre
3rd Floor, 10050 - 112 Street
Edmonton, Alberta
T5K 2R4
Telephone: 427-3722
Rite: 147-3722
Fax: 422-5125

Fort McMurray Career Development Centre
Olie Schell (Area Manager)
7th Floor, West Tower, Jubilee Centre
9915 Franklin Avenue
Fort McMurray, Alberta
T9H 2K4
Telephone: 743-7194
Rite: 136-7194
Fax: 743-7492

Grande Prairie Career Development Centre
Judy Panko (Area Manager)
Room 1201, Provincial Building
10320 - 99 Street
Grande Prairie, Alberta
T8V 6J4
Telephone: 538-5348
Rite: 121-5348
Fax: 538-5237

High Level Career Development Centre
Daniel Szoo (Area Manager)
10603 - 93 Street
Box 452
High Level, Alberta
T0H 1Z0
Telephone: 926-2661
Fax: 926-2833

Hinton Career Development Centre
William Sartorius (Area Manager)
425 Gregg Avenue
Hinton, Alberta
T7V 1N1
Telephone: 865-8293
Rite: 132-8293

Lethbridge Career Development Centre
Vacant (Area Manager)
Room 258, Provincial Building
200 - 5 Avenue, South
Lethbridge, Alberta
T1J 4C7
Telephone: 381-5380
Rite: 181-5380
Fax: 381-5795

Medicine Hat Career Development Centre
Jim Pederson (Senior Consultant)
Room 208, Provincial Building
770 - 6 Street, S.W.
Medicine Hat, Alberta
T1A 4j6
Telephone: 529-3580
Rite: 184-3580

Peace River Career Development Centre
Darrell Williamson (Area Manager)
9603 - 90 Avenue
Box 28, Bag 900
Peace River, Alberta
T8S 1T4
Telephone: 624-6211
Rite: 120-6211
Fax: 624-6476

Red Deer Career Development Centre
Brian Lupul (Area Manager)
Room 205, Provincial Building
4920 - 51 Street
Red Deer, Alberta
T4N 6K8
Telephone: 340-5151
Rite: 151-5151
Fax: 340-7086

Slave Lake Career Development Centre
Bill Smith (Area Manager)
Lakeland Centre
Box 23
Slave Lake, Alberta
T0G 2A0
Telephone: 849-7220
Rite: 135-7213
Fax: 849-7379

Vermilion Career Development Centre
Ed Kulak (Area Manager)
1st Floor, Provincial Building
4701 - 52 Street, Box 268
Vermilion, Alberta
T0B 4M0
Telephone: 853-8150
Rite: 141-1150
Fax: 853-8203

Appendix 3
Liaison Contacts

Alberta Vocational Centre
Edmonton
Gary Frisk
Telephone: 427-9206
N.A.I.T. Campus

Delmar Beauty Salon and School Ltd.
Lee Salchenberger
Telephone: 284-8092
S.A.I.T. Campus

Fairview College
Darrell Williamson
Telephone: 624-6352
Peace River

Grande Prairie Regional College
Hugh Wass
Telephone: 538-5240
Grande Prairie

Keyano College
Thomas Russell
Telephone:743-7192
Fort McMurray

Lakeland College
James Johnston
Telephone: 853-8150
Vermilion

Lethbridge Community College
Joe Gallo and Stan Lewicki
Telephone: 381-5380
Lethbridge

Marvel College
Gary Frisk
Telephone: 427-9206
N.A.I.T. Campus

Medicine Hat College
Jim Pederson
Telephone: 529-3580
Medicine Hat

Northern Alberta Institute of Technology
Gary Frisk
Telephone: 427-9206
N.A.I.T. Campus

Olds College
Allan Gordon
Telephone: 340-5151
Red Deer

Red Deer College
Allan Gordon
Telephone: 340-5151
Red Deer

Southern Alberta Institute of Technology
Lee Salchenberger
Telephone: 284-8092
S.A.I.T. Campus

Westerra Institute of Technology
Tom Hackett
Telephone: 963-1000
Westerra (1st work day of week)
or
427-0660
Weld Test Centre

Federal/Provincial Institutes
(Inmates and Parolees)
Dave Magee
Telephone: 427-7654
Access Initiatives